



Lambs Elementary

6800 Dorchester Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	402 Students	
Principal	Janice Timko	843-767-5900
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Below Average	Good
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

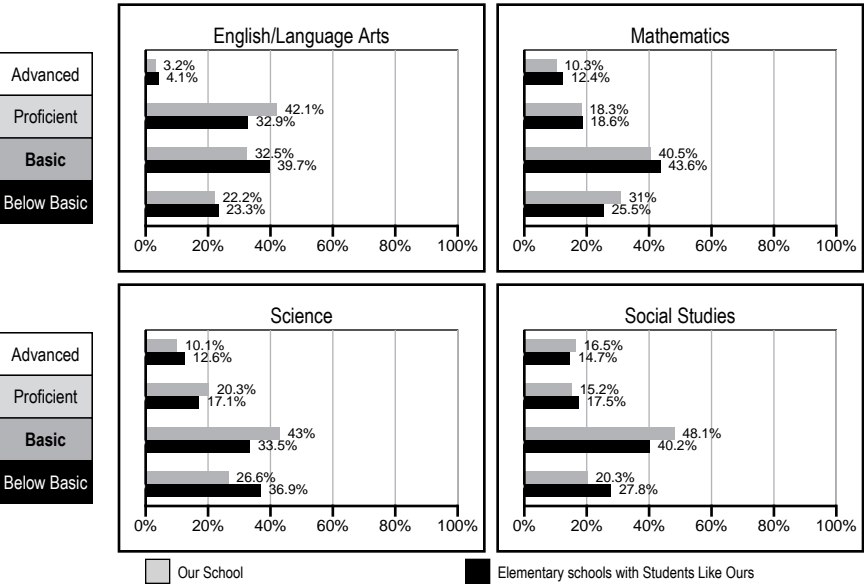
91.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	37	43	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=402)				
First graders who attended full-day kindergarten	98.4%	Up from 87.5%	100.0%	100.0%
Retention rate	2.9%	Down from 3.1%	2.7%	2.3%
Attendance rate	96.5%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	7.0%	Up from 6.5%	9.2%	10.4%
With disabilities other than speech	6.2%	Up from 3.7%	8.7%	7.5%
Older than usual for grade	0.7%	Up from 0.3%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 1.2%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Up from 50.0%	56.4%	56.7%
Continuing contract teachers	73.3%	Up from 71.9%	80.0%	77.3%
Teachers with emergency or provisional certificates	3.8%	No Change	0.0%	0.0%
Teachers returning from previous year	78.5%	Up from 74.5%	86.7%	86.4%
Teacher attendance rate	91.2%	Down from 92.7%	94.7%	94.9%
Average teacher salary	\$44,770	Up 8.3%	\$45,317	\$45,345
Professional development days/teacher	14.5 days	Down from 18.6 days	12.9 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 18.1 to 1	18.5 to 1	18.5 to 1
Prime instructional time	85.9%	Down from 87.5%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,004	Down 3.8%	\$6,982	\$7,052
Percent of expenditures for instruction*	72.8%	Up from 71.8%	68.8%	69.1%
Percent of expenditures for teacher salaries*	56.2%	Down from 67.4%	64.8%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lambs Elementary School is honored to receive the Silver Palmetto Award for gains in 2006-2007 PACT scores.

Our staff continues to focus on improving student achievement. We received a grant for a new initiative called Project Read. This early literacy program focuses on phonology for grades K, 1, and 2 and Linguistics for grades 3, 4, and 5.

Lambs Elementary continues to be a member of the Accelerated Schools Project. We believe all students have the ability to learn, and it is our responsibility to identify and build on students' strengths. We are dedicated to providing a safe and nurturing environment where students reach their potential and become productive citizens.

The Charleston Plan for Excellence continues to form the foundation for our instruction. Teachers are committed to using the coherent curriculum to implement the South Carolina Standards.

Parent participation in our parent-centered PTA programs has increased. Our parent programs this year have been Reading, Math, and Science Nights; Parent Open House; CD and Kdg. Parent Make-It-Take-it Night; and Spring Fling. Parents are always welcomed to visit our school.

Student progress is monitored regularly using a variety of common assessments which help teachers identify and support the needs of all our students: Developmental Reading Assessment (Kindergarten and first grade); DIBELS (Dynamic Indicators of Basic Early Literacy Skills) (grades K-2); MAP (Measures of Academic Progress) Assessment (grades 2-5); Dial R-3 for CD students.

Lambs has continued with its Positive Behavior Intervention Support System. Most of the faculty is CHAMPS trained. Students have enjoyed the rewards of positive behavior through our weekly incentive drawings, quarterly celebrations, and shopping at our Lambs Loot store.

We continue to provide programs aimed at meeting the needs of all learners. Major programs offered during the school year that address student achievement included: "Ruff to Read" program—students read to a trained, therapy dog; Reading and Math Renaissance programs; Mentoring Readers program; Project M3—an enrichment program for grades 3-5 in math; CORE Team provides support for struggling students; Acceleration Station—in-school tutoring session for targeted students; Walk to Read—flexible groupings of children for Project Read instruction.

Janice Timko, Principal
Heather Wiker, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	43	32
Percent satisfied with learning environment	90.0%	95.3%	84.4%
Percent satisfied with social and physical environment	96.7%	72.1%	80.6%
Percent satisfied with school-home relations	70.0%	93.0%	90.6%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	149	100	22.2	32.5	42.1	3.2	57.9	53.5	48.2	Yes	Yes
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Gender

Male	85	100	27.8	33.3	34.7	4.2	47.2	47.3	41.7	N/A	N/A
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Female	64	100	14.8	31.5	51.9	1.9	72.2	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	39	100	10.5	23.7	55.3	10.5	76.3	77.6	60	I/S	I/S
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African American	74	100	22	39	39	0	50.8	32.1	31.7	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	32	100	44	32	24	0	40	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status

Disabled	16	100	64.3	14.3	21.4	0	28.6	20.4	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	29	100	43.5	34.8	21.7	0	39.1	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	114	100	23.7	35.5	38.7	2.2	53.8	33	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	149	100	31	40.5	18.3	10.3	46	49.7	45.8	Yes	Yes
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Gender

Male	85	100	33.3	36.1	19.4	11.1	45.8	49.5	45.6	N/A	N/A
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Female	64	100	27.8	46.3	16.7	9.3	46.3	49.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	39	100	15.8	28.9	28.9	26.3	65.8	75.6	59	I/S	I/S
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African American	74	100	33.9	50.8	11.9	3.4	39	26.2	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	32	100	52	28	16	4	28	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status

Disabled	16	100	71.4	28.6	0	0	21.4	20.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	29	100	52.2	26.1	17.4	4.3	26.1	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	114	100	35.5	41.9	17.2	5.4	40.9	28.3	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	98	100	26.6	43	20.3	10.1	30.4	39.2	35.7	96.5	96
Gender											
Male	57	100	25.5	42.6	21.3	10.6	31.9	40.8	37.4	96.5	95.8
Female	41	100	28.1	43.8	18.8	9.4	28.1	37.6	33.8	96.5	96.1
Racial/Ethnic Group											
White	28	100	11.1	33.3	29.6	25.9	55.6	66.4	49.2	96.3	96.1
African American	51	100	31.6	55.3	10.5	2.6	13.2	15.3	17	96.5	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	95.6	97.3
Hispanic	18	100	46.2	30.8	23.1	0	23.1	26	24.9	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	97.8	95.7
Disability Status											
Disabled	12	100	70	20	10	0	10	16.6	14	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	17	100	46.2	30.8	23.1	0	23.1	26.5	24.4	96.8	96.3
Socio-Economic Status											
Subsidized meals	77	100	28.3	48.3	15	8.3	23.3	17.1	21.1	96.4	95.5

Social Studies

All Students	95	100	20.3	48.1	15.2	16.5	31.6	40.2	34	96.5	96
Gender											
Male	51	100	25.6	41.9	11.6	20.9	32.6	42	36.6	96.5	95.8
Female	44	100	13.9	55.6	19.4	11.1	30.6	38.3	31.3	96.5	96.1
Racial/Ethnic Group											
White	25	100	8.3	41.7	8.3	41.7	50	63.3	44.5	96.3	96.1
African American	44	100	21.2	48.5	27.3	3	30.3	19.1	19.1	96.5	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	95.6	97.3
Hispanic	23	100	36.8	57.9	5.3	0	5.3	29.3	27.5	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	97.8	95.7
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	21	100	35.3	64.7	0	0	0	31.9	27.3	96.8	96.3
Socio-Economic Status											
Subsidized meals	70	100	26.8	50	14.3	8.9	23.2	20.1	21	96.4	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	51	100	12.5	27.5	52.5	7.5	60
	4	53	100	30.8	34.6	32.7	1.9	34.6
	5	56	100	34	34	29.8	2.1	31.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	14.3	33.9	50	1.8	51.8
	4	44	100	12.5	31.3	46.9	9.4	56.3
	5	42	100	42.1	31.6	26.3	0	26.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	51	100	22.5	47.5	25	5	30
	4	53	100	28.8	38.5	30.8	1.9	32.7
	5	56	100	25.5	42.6	19.1	12.8	31.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	33.9	48.2	12.5	5.4	17.9
	4	44	100	21.9	31.3	25	21.9	46.9
	5	42	100	34.2	36.8	21.1	7.9	28.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	23	100	45	45	5	5	10
	4	53	100	46.2	30.8	17.3	5.8	23.1
	5	27	100	47.6	28.6	9.5	14.3	23.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	21.4	57.1	17.9	3.6	21.4
	4	44	100	18.8	40.6	25	15.6	40.6
	5	22	100	47.4	26.3	15.8	10.5	26.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	28	100	0	50	45	5	50
	4	53	100	40.4	44.2	9.6	5.8	15.4
	5	29	100	38.5	30.8	26.9	3.8	30.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	14.3	50	21.4	14.3	35.7
	4	44	100	15.6	56.3	12.5	15.6	28.1
	5	20	100	36.8	31.6	10.5	21.1	31.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample